A level MFL 2018

Getting ready to teach

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Objectives

To:

- Explore the question papers and mark schemes *(please refer to the Specification and Sample assessment materials https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/modern-languages-2016.html)*
- Look at teaching and learning strategies for integrating newer elements of the course
- Find out more about the support available to guide you through these changes

Content

- A level reforms and requirements for the new A level
- Overview of new specification content
- Paper 1 Assessment content
- Paper 2 Assessment content
- Paper 3 Assessment content
- Support and resources

Languages for All

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- Content that engages, inspires and motivates your students
- Manageable content and clear, structured assessment
- Assessments that enable all students to reach their potential
- Rich choice of popular and accessible literary texts and films, covering contemporary and classical titles from a range of directors and authors
- Straightforward and clear mark schemes
- Specification that builds transferable skills for progression to Language degrees or other degrees

AS & A level reforms

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- This qualification is offered at A level only.
- All new A levels are fully linear. This means that all three papers must be taken in the same examination session at the end of the course.
- The new A level is for first examination in 2020.

Key changes

- A listening assessment has been added.
- ‘Topics and texts’ are now ‘Texts and Films’.
- A synoptic task assessing mixed skills has been added (listening, reading and writing).
- Renewed focus on culture with a specific assessment objective (AO4) that assesses knowledge and understanding of the TL culture via a research project.
- All teaching and assessment will be centred around four themes; there is a research subject attached to each theme.

Assessment Objectives

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		Weighting
AO1	Understand and respond in writing to spoken language drawn from a variety of sources	20%
AO2	Understand and respond in writing to written language drawn from a variety of sources	30%
AO3	Manipulate the language accurately, in written forms, using a range of lexis and structure.	30%
AO4	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries where the language is spoken.	20%

Breakdown of assessment objectives

	Assessment Objectives				
	AO1 %	**AO2 %**	**AO3 %**	**AO4 %**	**Total for all Assessment Objectives**
Paper 1:Translation into English, reading comprehension and writing (research question)		25	5	10	40%
Paper 2:Translation into the target language and written response to works			20	10	30%
Paper 3: Listening, reading and writing	20	5	5		30%
Total for GCE A level	**20**	**30**	**30**	**20**	**100%**

Section	Assessment 2 hours 30 minutes 40%
Section A: Translation into English (20 marks)	• An unseen passage to be translated from the target language into English.
Section B: Reading (20 marks)	• A reading assessment based on a variety of text types and genres. • Students must respond to a series of comprehension questions.
Section C: Writing (research question) (40 marks)	• A reading and writing question based on the student's chosen research subject. • Students read an unseen text and then answer a question. • Students must use information and ideas both from the text and their research findings.

Section	Assessment 2 hours 40 minutes 30%
Section A: Translation into target language (20 marks)	• An unseen passage to be translated from English into the target language.
Section B: Written response to works (literary texts) (45 marks)	• An extended response on either one or two of the prescribed literary texts. • Students select one question from a choice of two on each work. • If a student answers questions on two literary texts, they do not complete Section C (the film section).
Section C: Written response to works (films) (45 marks)	• Students who answer only one question from a literary text in Section B must write an extended response on one of the films in Section C. • Students select one question from a choice of two.

Section	Assessment 2 hours 15 minutes 30%
Section A: Listening comprehension (30 marks)	• A listening assessment based on a recording that features male and female speakers of the target language. • Students respond to comprehension questions.
Section B: Listening, reading and writing questions (30 marks)	• Students summarise a listening source and a text that are based on the same sub-theme. • Students evaluate the points of view in both sources, stating which views they agree with and why.

A more detailed look at each paper

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Paper 1

Translation into English, reading comprehension and writing (research question)

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Section A Translation into English

- A short passage to be translated from the target language into English.
- Passage will be based on one of the themes.
- Points based mark scheme.
- Recommended time 20 mins.
- 20 marks.

Section B Reading Comprehension

- 4 different passages to read.
- One is a literary text but this will **not** be from one of the set texts (this builds on the GCSE reading comprehension).
- Different types of question, e.g multiple choice, short, open-response.
- Recommended time 45 minutes.
- 20 marks.
- Points based mark scheme.

Section C: The research topic

- Students have a choice of 4 research topics. There is one research topic linked to each Theme (see specification)
- Students choose one research subject and research it **independently**
- It is important that this is independent research. Guidance on what help teachers can / cannot offer is in the specification.
- Students must use at least two authentic sources.
- The focus is on understanding an aspect of the target language culture.

Teachers can

- Give guidance on developing research skills.
- Give guidance on the content of the research subjects.
- Comment on the availability of resources and time constraints.
- Advise and direct students to the Assessment Objectives.

Teachers must

- Explain what independence means.
- Confirm that students' research meets all of the aspects of the research subject.
- Ensure that students do not intend to use any of the literary works or films they have studied for Paper 2.
- Monitor the research subjects and make sure that students are not working together.

Teachers must not

- Teach the content of the research subjects.
- Provide sources.

Section C: The research topic

In the exam:

- Students choose ONE question.
- Recommended time 1 hour 25 minutes.
- Students address the statement printed beneath the unseen written text which is linked to the question and the research subject.
- Students **must** use information from the unseen text which is part of the question.
- Students **must** bring in extra information from their own research.

Marking of research question

There are three levels-based mark grids to be applied to this question.

These are:

- knowledge and understanding of society and culture (via research) (20 marks)
- understand and respond to written language in writing (relates to the unseen text) (10 marks)
- accuracy and range of language (relates to the whole written response) (10 marks)

Preparing students for the research question

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- Have a detailed look at the mark scheme.
- Note that students gain most marks for their research rather than for their referencing of the unseen text so this must be the focus of the response.
- Students must link their research to the unseen text. However, the point of the task is **not** to analyse the unseen text but to analyse the research findings.

Paper 2 Translation into target language and written response to works

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Section A Translation into target language

- Students must translate an unseen text from English into target language.
- The content of the translation will be based on one of the themes.
- 30 minutes (recommended timing)
- 20 marks
- Points based mark scheme in 20 sections

Sections B and C:Written response to works (literary texts/films)

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- Students must answer two questions
- They must either answer one question on a literary text (from Section B) and one question on a film (from Section C) OR two questions on a literary text. They must NOT answer two questions on a film.
- Each question offers a choice of essay title (a) or (b)

Filming techniques

If students are studying a film, they will need to think about filming techniques such as:

- Camera work
- Sound
- Position of characters
- Lighting
- Music
- Colours
- Movement

Filming techniques

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Aspects that questions may include:

- Why did the director use that technique?
- What is the impact on the viewer?
- Are the techniques effective? Why or why not?

Texts and Films Questions Marking

- These essays are marked according to three mark grids:
  - Critical analysis and response (20 marks)
  - Range of grammatical structures and vocabulary (15 marks)
  - Accuracy of language (10 marks).

What is required in sections B and C

- It is important to note the importance of **critical analysis.**
- Essays must be critical and analytical, not purely descriptive. (Students will lose marks if they simply re-tell the story).
- Supporting evidence must be given from the text or film.

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Paper 3 Listening, reading and writing

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Section A Listening Comprehension

- 4 questions with a mixture of question types e.g multiple choice, short answer open response.
- Includes inference questions.
- Students will have individual control of the recording.
- Recommended time 45 minutes.
- 30 marks.
- Marked according to a points-based mark scheme.

Section A (Listening Comprehension)

- Where an open-response, written answer is required, this must be in the target language.
- Note form is acceptable, whole sentences are not required.
- Students should not transcribe whole chunks.
- Question 3 (b) (i) requires a summary.
- Recordings of the SAMs can be found on the website.

Section B Listening, reading and writing

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- Students listen to a recording and read a written text.
- Students must summarise **points of view** in both sources.
- Students answer a question in writing which requires them to evaluate the **viewpoints** in both sources.
- Students draw conclusions.
- Recommended time 1 hour 30 minutes.
- 30 marks.

Section B Listening, reading and writing

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- Question 5 (a) – students note down 4 key points about **opinions / viewpoints** from a spoken passage.
- Question 5 (b) – students note down 4 key points about **opinions / viewpoints** from a written passage.
- The theme and content of 5 (a) and 5 (b) will be **the same**.

Section B Listening, reading and writing

- In section 5 (c), students must write in the target language.
- They must evaluate both points of view.
- They must state their own conclusion.
- The writing is assessed on three criteria via levels-based mark grids:
  - understand and respond to spoken language (6 marks)
  - understand and respond to written language (6 marks)
  - accuracy and range of language (10 marks)

Teaching and learning support

- Support around literary works and films
- Support around independent research project

- https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/modern-languages-2016.html

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Next steps

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- Sign up to our updates:
  email - TeachingLanguages@pearson.com
- Visit the website to download further copies of the draft specification and support materials:

https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/modern-languages-2016.html

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